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ABSTRACT

This report discusses the teacher evaluation program in the Andover Public Schools, Massachusetts. The bulk of the document is made up of the two forms used to conduct teacher evaluation: a performance standards and rating scale (appendix B), by which all staff are appraised; and an instructional improvement plan (appendix C), which provides for an individualized review of a teacher's growth and development. (Author/LD)

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ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

Teacher Evaluation Program

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September 1979

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TEACHER EVALUATION PROGRAM

Rationale and Overview

The teacher evaluation program in the Andover Public Schools is designed to assess teaching effectiveness in order to improve the instructional program for students and to provide for the continuous growth and development of the teaching staff.

Teacher evaluation is conducted through the use of two components: performance as measured by a set of effective teaching performance standards and rating scale and the development and implementation of an instructional improvement plan. The standards and rating scale are a common measure against which all staff are appraised while the instructional improvement plan provides for individualized review of a teacher's growth and development.

Standards and Rating Scale

The performance standards and rating scale (Appendix B) are drawn from the research on those factors contributing to teaching effectiveness. Greatest emphasis is placed on the face-to-face interaction of teachers with students. These standards categorized as instructional implementation include cognitive clarity in presentations, generating enthusiasm and interest, making use of variety, exhibiting task orientation, providing for student interaction and involvement, and creating positive student-teacher rapport. A teacher's instructional planning is also assessed including the selection and implementation of instructional objectives and plans and their achievement with diverse kinds of learners. Two standards designed to measure the teacher's professional participation complete the set.

Appraisal against the standards is based on objective data gathered through a series of a minimum of two formal and several informal observations. Each formal observation consists of three phases: a planning or pre-observation conference, the observation in the classroom itself, and a post-observation conference. This cycle enables the supervisor and the teacher to examine the nature of the lesson to be observed (goals, activities, relationship to

previous or succeeding lessons, etc.), the gathering of objective data through a variety of data-gathering techniques (interaction analysis, student-teacher response, transcripts, etc.), and a meaningful analysis/review of the classroom observation. Such a cycle assists the teacher in answering the following kinds of questions: (1) Did the methods and materials of instruction which I selected lead to the objectives which I identified for each student? (2) If so, why? (3) If not, why not? (4) Where do I go from here? This sequence is vital in order to achieve the goals of the evaluation/supervision process and to generate those kinds of data upon which the standards can later be applied.

The evaluator appraises a teacher's performance based on the standards. Assessment of performance on a standard is made on a five-point scale. A summary evaluation statement detailing accomplishments, current inadequacies, efforts made to overcome deficiencies, and suggestions for the future follows the rating on each of the ten standards. This evaluation is based in part on input from other supervisory personnel (department head, assistant principal, or program advisor) when appropriate. For the 1979-1980 school year an assessment using the standards and scale is to be completed for all teaching staff by March 21, 1980. In addition, an interim assessment using the standards and scale is to be completed for all non-tenured staff and those being evaluated intensively (one-third of the tenured staff) by December 21, 1979.

Instructional Improvement Plan

The instructional improvement plan (Appendix C) is developed jointly by the principal and the teacher at the beginning of the school year. The plan focuses on those standards or performance activities in which growth is desired. Once the areas of growth are identified, they are further defined as specific goals or key targets. An outline or plan for professional growth is then generated

along with an expected date of completion and the nature of the evaluation required to indicate that the plan has been fulfilled. Progress in implementing the plan is reviewed on specified dates. A brief written report summarizing the progress is developed by the evaluator as a result of this review (Appendix D).

For example, it may be agreed that a teacher needs to improve clarity in making presentations to students. It is then further agreed that this would be achieved most effectively by expanding the teacher's knowledge of advanced mathematics and that this goal could be met in part by enrolling in Mathematics 1001 at a nearby university. A target date of December of the school year might be set as a completion date with a transcript or grade report the evidence that this particular goal has been met. A review of this activity would be conducted by the teacher and evaluator according to an established schedule.

Areas for growth might range from providing more variety in Spanish language reinforcement activities, providing more student-teacher interaction in calculus classes, or improving student interest in reading literature.

Activities included in the plan for professional growth are not limited to courses but might include visitations to other classrooms, weekly meetings with a department head, development of learning activity packets for specific kinds of students, team planning sessions, or the use of a formalized system such as interaction analysis to measure student-teacher and student-student interaction.

During the 1979-1980 school year principals or their designees are to meet with teachers to develop instructional improvement plans no later than October 26, 1979. Progress in implementing plans will be reviewed formally and a written summary report prepared for all staff no later than March 21, 1980. A formal interim review and written progress report are to be conducted for all non-tenured staff and those being evaluated intensively by December 21, 1979.

This review is based in part on input from other supervisory personnel (department head, assistant principal, or program advisor, etc.) when appropriate.

Conclusion

Teacher supervision and evaluation is a complex task. It must be rational. It must be logical. It must be workable. It must be used to improve the teaching and learning process.

The evaluation program in Andover attempts to provide for both group as well as individualized assessment and creates the type of supervision required for the improvement of the instructional program for students and the continuous growth and development of the teaching staff.

By means of this evaluation process:

1. Both the evaluator and the teacher are aware of the process for evaluation.
2. Both the evaluator and the teacher have the opportunity to interact while goals are being pursued.
3. Both the evaluator and the teacher have a history of written communication that is contained in a personnel folder regarding progress or problems.
4. When satisfactory progress is not being made, the teacher is made aware of serious problems as soon as possible.
5. The teacher is given written suggestions for improvement.
6. The teacher is given a timetable for implementation as well as examples of suggested alternatives or behavior when possible.

The implementation of the evaluation program will be carefully monitored to assure its effectiveness. An assessment of the program will be conducted in the spring of 1980 and revisions in the process for succeeding school years made accordingly.

Timeline for Evaluation Activities

1979-1980

Date	Activity
September 10, 1979	Orientation of staff to program by building principals
October 26, 1979	Closing date for development/ initial review of instructional improvement plans
December 21, 1979	Interim evaluation reports a. Completion of rating scale b. Review of instructional improvement plans (Non-tenured and intensive evaluations only)
March 21, 1980	Complete evaluation reports a. Rating scale b. Review of instructional improvement plans

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

EFFECTIVE TEACHING PERFORMANCE STANDARDS AND RATING SCALE

Rationale and Overview

It is generally accepted that effective teaching is the most important element in a good education. The performance standards listed in this booklet suggest those criteria by which effective teaching is appraised in the Andover Public Schools. The criteria are drawn primarily from the research on those factors contributing to teaching effectiveness. (A summary of much of this research is described by Barak Rosenshine and Norma Furst in "The Use of Direct Observation to Study Teaching" in the American Educational Research Association's Second Handbook of Research on Teaching.) These criteria were reviewed in terms of their face validity by teachers and administrators in the Andover Public Schools. The ten standards proved highly reliable and valid in differentiating among teachers of various abilities during a field test of the instrument conducted in early 1979.

Although each of the standards contributes to effective teaching, a hierarchy is implicit. This hierarchy places the greatest value or emphasis on those standards which relate to the face-to-face interaction of teachers with students. These standards, categorized as instructional implementation include:

1. Exhibits congitive clarity in presentation.
2. Generates enthusiasm, excitement, and/or interest during presentation.
3. Makes use of variety in presentation.
4. Is task-oriented and exhibits business-like behavior; is able to provide for smooth classroom activity transition and monitor the class doing more than one thing at a time.
5. Provides for student interaction and involvement in the presentation.
6. Creates positive student-teacher rapport.

Effective instructional implementation is dependent on instructional planning. This criterion includes two standards:

7. Selects and generates defensible instructional objectives and plans.
8. Achieves instructional objectives with diverse kinds of learners.

Finally, instructional planning and implementation are affected by a teacher's professional participation. Two standards are included under that criterion:

9. Displays professional attitude.
10. Shows evidence of professional growth.

Following a series of formal and informal observations, the evaluator appraises a teacher's performance based on these standards. Each standard and its related performance activities is reviewed in light of those observations. Overall

assessment of performance on a standard is made on a five-point scale ranging from "seldom" to "consistently." A summary evaluation statement follows the rating. This detailed statement describes accomplishments, current inadequacies, efforts made to overcome deficiencies, and suggestions for the future -- all related to a particular standard and its performance activities.

For the 1979-1980 school year an assessment using the standards and scale will be completed for all teaching staff by March 21, 1980. In addition, an interim report using the standards and scale will be completed for all non-tenured staff and those being evaluated intensively by December 21, 1979.

1.0 Exhibits cognitive clarity in presentation.

1.1 Displays verbal fluency; able to explain clearly.

1.2 Has firm grasp on what is being taught and why.

1.3 Is accurate from a factual standpoint.

1.4 Displays thorough knowledge of subject matter.

1.5 Uses correct language.

1.6 Asks a variety of questions which require both "lower cognitive" as well as "higher cognitive response."

2.0 Generates enthusiasm, excitement, and/or interest during presentation.

2.1 Exhibits high expectations and assumes personal responsibility for making sure students learn.

2.2 Is stimulating and imaginative.

2.3 Evidences strong motivation and commitment to teaching.

2.4 Exhibits a sense of humor.

2.5 Is intellectually stimulating.

2.6 Transfers relevant and interesting real life situations into the classroom.

2.7 Maintains stimulating and attractive classroom environment.

3.0 Makes use of variety in presentation.

3.1 Exhibits sufficient movement, gestures, and variation in voice and eye contact.

3.2 Makes effective use of a wide variety of well-selected instructional materials.

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3.3 Is actively involved in lesson.

3.4 Makes effective use of instructional strategies such as large group, small group, or individualized instruction, independent activities, or contracting.

3.5 Demonstrates appropriate skills.

4.0 Is task-oriented and exhibits business-like behavior; is able to provide for smooth classroom activity transition and monitor the class doing more than one thing at a time.

4.1 Keeps students actively engaged in productive work.

4.2 Displays alertness of what's going on in classroom.

4.3 Has whole group's attention before beginning presentation.

4.4 Uses statements designed to provide an overview and a summary of the lesson.

4.5 Provides opportunity for students to practice the new learning and get feedback.

4.6 Employs a recognized systematic instructional format and pattern.

4.7 Demonstrates purposeful organization of space and materials with regard to the physical appearance as well as high safety and maintenance standards.

5.0 Provides for student interaction and involvement in the presentation.

5.1 Acknowledges, modifies, applies, compares, or summarizes student statements.

5.2 Does not consistently repeat student responses.

5.3 Probes or uses responses which encourage student (or another student) to elaborate upon his or her answers.

5.4 Responds to questions posed by students.

5.5 Responds to substance of student statement rather than form.

5.6 Provides for high frequency of student initiated questions and interaction.

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5.7 Spends time interacting with individual students even during group or whole class lessons.

5.8 Praises or encourages students.

6.0 Creates positive student-teacher rapport.

6.1 Treats students in a manner which reflects an awareness of their developmental and emotional characteristics.

6.2 Shows warmth toward students; has positive attitude toward students.

6.3 Able to handle discipline problems.

6.31 Sets framework for learning/discipline so that students know what to expect; is consistant.

6.32 Is impartial and fair when dealing with students.

6.33 Maintains standards both inside and outside classroom.

6.34 Discusses disciplinary incident with student and follows through on disciplinary action.

6.4 Accepts feelings of students in a non-threatening manner.

6.5 Develops and fosters balance between individual rights and responsibilities.

6.6 Does not appear to get overly excited or scream and holler or use sarcasm at students.

6.7 Interacts positively with students both inside and outside the classroom.

6.8 Students demonstrate a positive attitude toward class and teacher.

6.9 Shows compassion and empathy; sincerely wants students to learn.

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7.0 Selects appropriate and justifiable instructional objectives and generates sound educational plans.

7.1 Exhibits evidence of direct relationship between material covered/used in class and instructional objectives.

7.2 Lessons demonstrate thought and preparation.

7.3 Uses instructional materials in an organized fashion that reflects planning.

7.4 Develops written plans which are based on prescribed curriculum and reflect use of progam manuals, courses of study, guidelines, etc.

7.5 Uses appropriate test data in planning program.

8.0 Achieves instructional objectives with diverse kinds of learners.

8.1 Is able to diagnose individual student's skills, progress and learning style; adapts program accordingly.

8.2 Keeps adequate regularly updated accumulative records; evaluates progress of each student, and adjusts the program accordingly.

8.3 Matches difficulty level of the lesson to ability level of the students through lesson content, questions, and activities.

8.4 Provides material so every student can show achievement within the work period.

8.5 Facilitates the learning for the reluctant learners - brings out students to realize their potential.

8.6 Uses good judgement by being demanding, critical, encouraging, supportive, helpful, or warm, as dictated by the needs of each student in any given situation.

9.0 Displays professional attitude.

9.1 Develops positive relations with colleagues as a team/grade level/department and school staff member.

9.2 Contributes to team/grade level/department and school; willing to share ideas and support them.

9.3 Cooperates with administrative staff.

9.4 Maintains positive working relationship with parents.

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9.5 Participates actively in school activities.

9.6 Provides extra help for students as needed.

9.7 Responds positively to responsible constructive criticism or advice.

10.0 Shows evidence of professional growth.

10.1 Keeps abreast of developments in field through professional reading and active participation in professional associations directly related to field of work.

10.2 Engages in appropriate course work and in-service programs.

10.3 Works with new approaches and materials and is frank in their evaluation.

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EFFECTIVE TEACHING PERFORMANCE RATING SCALE

TEACHER_____ EVALUATOR(S) _____ SCHOOL_____ DATE_____

TO WHAT EXTENT DOES THE TEACHER EXHIBIT THE FOLLOWING STANDARDS:	Seldom				Consistently
INSTRUCTIONAL IMPLEMENTATION					
1. Exhibits cognitive clarity in presentations.	1	2	3	4	5
Statement:					
2. Generates enthusiasm, excitement, and/or interest during presentation.	1	2	3	4	5
Statement:					

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3. Makes use of variety in presentation.	1	2	3	4	5

Statement:

4. Is task-oriented and exhibits business-like behavior; is able to provide for smooth classroom activity transition and monitor the class doing more than one thing at a time.	1	2	3	4	5

Statement:

5. Provides for student interaction and involvement in the presentation.	1	2	3	4	5

Statement:

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6. Creates positive student-teacher rapport. 1 2 3 4 5

Statement:

INSTRUCTIONAL PLANNING

7. Selects and generates definable instructional objectives and plans. 1 2 3 4 5

Statement:

8. Achieves instructional objectives with diverse kinds of learners. 1 2 3 4 5

Statement:

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9. Displays professional attitude. 1 2 3 4 5

Statement:

10. Shows evidence of professional growth. 1 2 3 4 5

Evaluator's recommendation:

Evaluator(s) Signature(s):_____

I have read this report.

Teacher's Signature:_____ Date_____

Teacher's Comments:

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Appendix C

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INSTRUCTIONAL IMPROVEMENT PLAN

1979-1980

TEACHER_____ SCHOOL_____

Standard/Area for Growth	Key Targets	Plan for Professional Growth	Expected Date of Completion	Evaluation

Approval of Instructional Improvement Plan

Teacher_____ Date_____

Evaluator(s) _____ Date_____

_____ Date_____

Appendix D

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Review of Instructional Improvement Plan

TEACHER_____ SCHOOL_____

Evaluator(s) Signature:_____ Date _____

_____ Date _____

I have read this review.

Teacher's Signature_____ Date_____

Teacher's Comments: